

# Pupil premium strategy statement

This statement details our school's use of pupil premium funding to help improve the attainment of our disadvantaged pupils.

It outlines our Pupil Premium strategy, how we intend to spend the funding in this academic year and the effect that last year's spending of pupil premium had within our school.

## School overview

| Detail  | Data                                       |
|---|--|
| School name   | Handsworth Grange Community Sports College |
| Number of pupils in school  | 1001                                       |
| Proportion (%) of pupil premium eligible pupils   | 33.5%                                      |
| Academic year/years that our current pupil premium strategy plan covers ( <b>3-year plans are recommended</b> ) | 2024 – 2027                                |
| Date this statement was published   | September 2024                             |
| Dates on which it will be reviewed  | September 2025/6                           |
| Statement authorised by   | Suzy Mattock                               |
| Pupil premium lead  | James Furness                              |
| Governor / Trustee lead   | Ken Matthews                               |

## Funding overview

| Detail  | Amount   |
|---|----------|
| Pupil premium funding allocation this academic year   | £364,216 |
| Pupil premium funding carried forward from previous years (enter £0 if not applicable)  | £0       |
| <b>Total budget for this academic year</b><br>If your school is an academy in a trust that pools this funding, state the amount available to your school this academic year | £364,216 |

# Part A: Pupil premium strategy plan

## Statement of intent

### Context

Pupil Premium students continue to lag their peers in a number of areas. These include progress, attainment, attendance, behaviour and access to enrichment opportunities.

Prior to the pandemic Pupil Premium funds were used to help close the progress gaps between disadvantaged and non-disadvantaged groups. The school has successfully produced positive Progress 8 residuals for disadvantaged pupils, over a number of years. In 2019 exam results the Progress 8 score for this group was +0.12. This was the highest in the local authority. In 2024 unvalidated data shows that our Pupil Premium cohort underperformed. The last exam series, where comparable validated data is available, is 2024. In that year PP students scored -1.27 on the Progress 8 measure at Handsworth Grange. The impact of Covid continues to be seen with our PP students.

The Ebacc PP students achieved 22% and Non-PP achieved 31.7% with a gap of 9.7%.

HA PP achieved a progress score of -1.26 compared to non-disadvantaged at -0.53

A number of pastoral, social and behavioural post-pandemic issues persist at Handsworth Grange. To combat these the school has invested in behaviour resilience, pastoral/academic mentoring, enhanced pastoral support, an enhanced enrichment offer and in-house alternative provision. A new rewards system has been launched which is embedding positive classroom behaviour with the use of the Golden Ticket and a raffled reward. This is to reengage and improve resilience.

This strategy covers use of Pupil Premium. It uses the tiered approach recommended by the Education Endowment Foundation.

The school's mission is to provide 'exceptional education for every student, every day'. The Pupil Premium strategy is an integral part of this mission and links to the school values of being present, being kind and to be brave.

### Key Principles

- Strategies supported by this fund must be used to target disadvantaged groups.
- We must use data to target pupils who are significantly underperforming (this includes, attendance data, behavioural data and the hard attainment data derived from formal trial exams).
- The strategies should not, only, look at boosting academic progress but also enrichment opportunities, careers and pastoral support (including attendance).
- Where possible the strategies should be measurable.
- Strategies should look to reduce specific barriers to progress (for instance the ability to work independently at home and reading).
- All decisions on interventions, to fund, should be evidence based – using the Education Endowment Foundation toolkit.

- Reading program with tiered approach, while improving consistency across the school.

### Ultimate Objectives

That we should strive, within our school, that disadvantaged pupils are not only given equal opportunities as their peers, but also achieve equal outcomes. Be that academic, enrichment, careers or pastoral. Our Pupil Premium strategy works to achieve this, by proactively ensuring that disadvantaged pupils are able to access all opportunities within the school, and providing enhanced intervention, when necessary, to ensure an equality of outcome, measurable in exam results, attendance and accessed opportunities.

## Challenges

This details the key challenges to achievement that we have identified among our disadvantaged pupils.

| Challenge number | Detail of challenge  |
|------------------|--|
| 1                | Building the stock of cultural capital among disadvantaged groups. Disadvantaged groups need to be encouraged to take-up the opportunity of enrichment within the school. There needs to be equality of outcome, not just equality of opportunity, when accessing enrichment.  |
| 2                | Independent working skills: and the equipment and environment to effectively work at home. Reducing barriers to independent work, at home and in school, for disadvantaged groups. Improving communication between teachers and home, in particular with reference to homework.  |
| 3                | Levels of attendance among disadvantaged groups. The number of pupils persistently absent has been significantly increased (this is clear in school, trust, local authority and national data). Pupils have not been in school enough. This has disproportionately impacted disadvantaged groups (in particular SEND). This is, in addition to, a pre-existing attendance gap. The negative impact on attendance us becoming increasingly ingrained. |
| 4                | Progress and attainment. Disadvantaged and SEND gaps in progress and attainment continue to grow – both at Handsworth, across Sheffield and nationally. Clearly, barriers to progress and attainment remain for  |

|    |   |
|----|---|
|    | these two groups including deficiencies in the skills that allow pupils to succeed in exams (resilience, confidence, independence).   |
| 5  | <p>Literacy and oracy. Reading ages are lower among disadvantaged groups. Data suggests that this has become more pronounced over the past three years. This presents a significant barrier to progress in disadvantaged groups (particularly pupils with English as an additional language). The structure for improving this a whole school reading strategy has two sessions a week in form time reading to improve inference and fluency.</p> <p>Students are tested on reading ages, students are tiered into different programs. The programs are phonics, Dockside and Lexia. These are timetabled intervention sessions. Students are regularly retested and regrouped.</p> |
| 6  | <p>Engagement in learning. Disadvantaged and SEND pupils score, on average, lower than other pupils in terms of attitude to learning. These gaps grow as pupils progress through the year groups.</p>   |
| 7. | <p>Aspiration. Disadvantaged pupils do not always have the skills and knowledge to aspire to certain careers and post-sixteen pathways. This can be particularly acute with some of our high prior attaining pupils.</p> <p>The school is increasing the university visits and increasing aspiration for all students by linking to Russell Group Universities and encouraging visits.</p>  |

## Intended outcomes

This explains the outcomes we are aiming for **by the end of our current strategy plan**, and how we will measure whether they have been achieved.

| Intended outcome                  | Success criteria   |
|-----------------------------------|--|
| Progress – disadvantaged pupils   | Disadvantaged pupils achieve a positive Progress 8 score, consistently.  |
| Progress – SEND                   | Both SEND-E and SEND-K progress on at least the rate seen nationally.  |
| Attendance – disadvantaged pupils | Above the national average (if national average not available use local authority data as a benchmark). Closing of the |

|  |  |
|--|--|
|  | gap between disadvantaged and non-disadvantaged pupils.  |
| Attendance - SEND                                  | Above the national average (if national average not available use local authority data as a benchmark). Closing of the gap between SEND and non-SEND pupils.       |
| Reading age  | The gap between the reading ages of disadvantaged and non-disadvantaged pupils closes over their time in secondary school.   |
| Reading Fluency/Inference and application          | School consistency in approach to guided reading to increase fluency. Tutors then ask questions related to the chosen book to improve inference and understanding. |
| Access to, and uptake of, enrichment opportunities | Enrichment opportunities are accessed by disadvantaged groups, in the same proportion as their numbers in the school population.                                   |
| Access to, and uptake of, careers opportunities    | Careers opportunities are accessed by disadvantaged groups, in the same proportion as their numbers in the school population.                                      |
| Destination data                                   | NEET data – No greater than 5%. Pupils going on to study A-levels – proportionally the same between disadvantaged and non-disadvantaged pupils.                    |

## Activity in this academic year

This details how we intend to spend our pupil premium (and recovery premium funding) **this academic year** to address the challenges listed above.

### Teaching (for example, CPD, recruitment and retention)

Budgeted cost: £194,227

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Metacognition and self-regulation. Part of quality first teaching.   | Very high impact with a very low cost.   | 2, 4, 5, 6                    |
| Reading Fluency, comprehension strategies. Part of quality first teaching.   | Very high impact with a low cost.  | 2, 4, 5                       |
| Phonics, Dockside and teaching member of staff   | High impact based on very low cost based on extensive evidence.                          | 5                             |
| Home learning (including the provision of equipment to allow effective learning at home for all pupils). Part of quality first teaching. | Very high impact for very low cost.  | 2, 4, 5                       |
| Feedback. Part of quality first teaching.  | Very high impact for very low cost. Live narration and immediate improvement.            | 2, 4, 5                       |
| Collaborative learning approaches.   | High impact based on very low cost. TLAC workshops and deliberate practise.              | 2, 4, 5                       |
| SEND focussed staff CPD. Both trust wide and in-school.  | Adaptive teaching.   | 1, 2, 3, 4, 5, 6              |
| Primary school specialist  | In-school evidence suggests a very high impact.  | 2, 5                          |
| Staff CPD – TLAC   | High impact based on very low cost based on moderate evidence. Sharing of best practice. | 1, 2, 3, 4, 5, 6              |

|                   |   |                  |
|-------------------|---|------------------|
| Adaptive teaching | To meet the needs of children using TLAC strategies to improve AFL. | 1, 2, 3, 4, 5, 6 |
|-------------------|---|------------------|

## Targeted academic support (for example, tutoring, one-to-one support structured interventions)

Budgeted cost: £100,464

| Activity   | Evidence that supports this approach   | Challenge number(s) addressed |
|--|--|-------------------------------|
| Structured academic interventions which include mentoring  | Small group tuition – moderate impact for low cost (our own internal analysis of this supports its use).   | 4                             |
| Effective intervention model KS3/KS4 Academic support (enhanced academic mentoring in KS 3 and 4 along additional targeted mentoring in Year 11) | Although mentoring is a low impact intervention (for moderate cost) we have adapted our programme so that it is more targeted and focused. Part of this provision includes one-to-one tuition (see above). | 2                             |
| A wide variety of SEND academic interventions (for example catch-up literacy, lexia).  | Most follow EEF evidence to maximise impact.   | 5                             |
| University placements  | Maximise small group work to improve data.   | 2                             |



## Wider strategies (for example, related to attendance, behaviour, wellbeing)

Budgeted cost: £69,525

| Activity  | Evidence that supports this approach  | Challenge number(s) addressed |
|---|---|-------------------------------|
| Pastoral intervention (Think for the Future)  | Moderate impact based on low cost.  | 3, 6, 7                       |
| Attendance interventions (for example one-to-one mentoring and small group mentoring, competitions)<br>Competitions based around 100% attendance, Key group analysis on students avoiding PA. | Impact around reducing Gaps in attendance to Sheffield and national average.          | 3                             |
| Enrichment Co-ordinator (with particular reference to disadvantaged groups).  | Moderate impact for very low cost.  | 1, 6                          |
| Careers Co-ordinator (with particular reference to disadvantaged groups). Aspiration intervention.  | Unclear impact based on very low cost.  | 1, 6, 7                       |
| A wide variety of SEND pastoral interventions (resilience, social communication).   | Moderate impact for very low cost.  | 6                             |
| Well being/student leadership/ATT and safer task force/Gold-digger trust collaboration.   | Moderate impact based on moderate cost.   | 6                             |
| Arts Participation (through the ArtsMark programme).  | Moderate impact for very low cost. Silver achieved.                                   | 1                             |
| Parental engagement (Parent Forum Group,  | Moderate impact for very low cost. News letter, Parental forum and parental evenings. | 2, 3, 4, 6                    |

|  |  |      |
|--|--|------|
| Pupil/Parent Revision Workshop)  |  |      |
| Physical activity (sport-based enrichment) that runs at lunchtime, after school. | Low impact for very low cost based on moderate impact. | 1, 6 |

**Total budgeted cost:** £364,216

## Part B: Review of outcomes in the previous academic year

### Pupil premium strategy outcomes

This details the impact that our pupil premium activity had on pupils in the 2021 to 2022 academic year.

#### Unvalidated Year 11 Attainment and Progress – 2023/24

| GCSE 2023         | School | Disad | Non-Dis | SEND   | Non SEND | EAL  | Non EAL |
|-------------------|--------|-------|---------|--------|----------|------|---------|
| Number of Pupils  | 201    | 142   | 59      | 47     | 154      | 41   | 156     |
| Attainment 8      | 3.96   | 2.89  | 4.4     | 2.17   | 4.50     | 4.53 | 3.79    |
| Average KS2       | 104.5  | 102.5 | 105.5   | 104.85 | 106.5    | 104  | 104.5   |
| % 4+ English      | 60.2   | 39    | 69      | 25.5   | 70.8     | 73.2 | 56.4    |
| % 5+ English      | 43.8   | 28.8  | 50      | 12.8   | 53.2     | 58.5 | 39.1    |
| % 4+ Maths        | 63.7   | 39    | 69      | 25.5   | 75.3     | 75.6 | 60.3    |
| % 5+ Maths        | 39.8   | 20.3  | 47.9    | 4.3    | 50.6     | 36.6 | 53.2    |
| % 4+ En and Ma    | 54.2   | 33.9  | 62.7    | 17.0   | 65.6     | 68.3 | 50      |
| % 5+ En and Ma    | 32.8   | 18.6  | 38.7    | 2.1    | 42.2     | 43.9 | 28.8    |
| % 7+ En and Ma    | 8      | 5.1   | 9.2     | 2.1    | 10.4     | 12.2 | 7.1     |
| % 2 Science at 4+ | 55.9   | 34.7  | 63.5    | 27.8   | 62.7     | 70   | 51.4    |
| % 2 Science at 5+ | 38.2   | 20.4  | 44.5    | 8.3    | 45.3     | 50   | 33.8    |
| % Ebacc Entered   | 28.9   | 22    | 31.7    | 6.4    | 37       | 41.5 | 24.4    |
| % 4+ EBacc        | 15.9   | 8.5   | 19      | 33.3   | 77.2     | 26.8 | 12.2    |
| % 5+ EBacc        | 10.9   | 3.4   | 14.1    | 33.3   | 59.8     | 15.9 | 9       |

#### Current Estimated Attainment and Progress – 2023/24

| Y10 Data Collection 3 | School | Disad | Non Disad | SEND | Non SEND | EAL | Non EAL |
|-----------------------|--------|-------|-----------|------|----------|-----|---------|
| Number of Pupils      | 202    | 66    | 136       | 57   | 145      |     |         |
| Attainment 8          | 3.76   | 3.01  | 4.12      | 2.38 | 4.3      |     |         |
| Average KS2           | 100    | 98    | 101       | 97   | 101.5    |     |         |
| % 4+ English          | 65.3   | 48.5  | 73.5      | 35.1 | 77.2     |     |         |
| % 5+ English          | 43.1   | 33.3  | 47.8      | 19.3 | 52.4     |     |         |
| % 4+ Maths            | 48.5   | 33.3  | 55.9      | 22.8 | 58.6     |     |         |
| % 5+ Maths            | 32.7   | 19.7  | 39        | 15.8 | 39.3     |     |         |
| % 4+ En and Ma        | 45     | 28.8  | 52.9      | 17.5 | 55.9     |     |         |
| % 5+ En and Ma        | 27.2   | 15.2  | 33.1      | 8.8  | 34.5     |     |         |
| % 7+ En and Ma        | 7.9    | 3     | 10.3      | 0    | 11       |     |         |
| % 2 Science at 4+     | 50.3   | 37.3  | 56.3      | 23.9 | 59       |     |         |
| % 2 Science at 5+     | 29.7   | 11.9  | 38.1      | 4.3  | 38.1     |     |         |

|                        |      |     |      |     |     |  |  |
|------------------------|------|-----|------|-----|-----|--|--|
| <b>% Ebacc Entered</b> | 28.7 |     | 32.4 |     |     |  |  |
| <b>% 4+ EBacc</b>      | 15.3 | 9.1 | 18.4 | 3.5 | 20  |  |  |
| <b>% 5+ EBacc</b>      | 6.9  | 0   | 10.3 | 0   | 9.7 |  |  |

## Attendance Summary

| <b>Academic Year</b> | <b>Secondary National 21/22</b> | <b>Sheffield Average 2022/23</b> | <b>Handsworth 21/22</b> | <b>Handsworth 22/23</b> | <b>Handsworth 23/24</b> |
|----------------------|---------------------------------|----------------------------------|-------------------------|-------------------------|-------------------------|
| <b>% Attendance</b>  | 91                              | 89.9                             | 89.5                    | 87.7                    | 87.74                   |
| <b>Year 7</b>        | 92.8                            | 91.8                             | 90.9                    | 90.8                    | 93.4                    |
| <b>Year 8</b>        | 91.5                            | 90.7                             | 89.3                    | 90.7                    | 87.6                    |
| <b>Year 9</b>        | 90.6                            | 89.2                             | 89.9                    | 87.4                    | 89.8                    |
| <b>Year 10</b>       | 90                              | 88.8                             | 89.7                    | 89.1                    | 87.1                    |
| <b>Year 11</b>       | 89.5                            | 88.4                             | 87.4                    | 79.7                    | 80.1                    |
| <b>PP</b>            | 86.8                            | 84.6                             | 85.0                    | 81.7                    | 81.6                    |
| <b>SEND - E</b>      | 86.3                            | 73.7                             | 73.2                    | 71.7                    | 66.6                    |
| <b>SEND - K</b>      | 87.3                            | 84.1                             | 79.3                    | 80.4                    | 80.3                    |
| <b>Boys</b>          | 91.4                            | 90.2                             | 89.3                    | 88.3                    | 87.8                    |
| <b>Girls</b>         | 90.6                            | 89.5                             | 89.7                    | 86.9                    | 87.6                    |

## Externally provided programmes

| <b>Programme</b>                             | <b>Provider</b>      |
|--|----------------------|
| GCSE Pod                                     | Access Education     |
| Sparx Maths                                  | Sparx Maths          |
| Behaviour and Resilience Mentoring Programme | Think for the Future |
| EAL Support                                  | Flash Academy        |
| Duke of Edinburgh                            | Duke of Edinburgh    |
| Unravel                                      | Unravel              |
| Well being area                              | Golddigger           |

Service pupil premium funding. The additional funding was spent on intervention and music lessons.